**Ruth and the Green Book Lesson Plan**

**Title of Book:** *Ruth and the Green Book*

**Genre:** Historical Fiction

**Grade Level:** Kindergarten- 3rd Grade

**Kansas State Social Studies Standards:**

* Kindergarten- Sense of self; First Grade- Families (rights and responsibilities)
* First Grade- Families (rights and responsibilities)
* Second Grade- Then and Now (continuity and change)
* Third Grade- Communities (identities, beliefs, and practices)

**Common Core Reading Standards for Informational Text:**

* Kindergarten (1): With prompting and support, ask and answer questions about key details in a text.
* Kindergarten (3): With prompting and support, identify characters, settings, and major events in a story.
* First Grade (1): Ask and answer questions about key details in a text.
* Second Grade (3): Describe how characters in a story respond to major events and challenges.

**Required Resources:**

* *Ruth and the Green Book* by Calvin Ramsey (required text)
* *The Negro Motorist Green-Book* by Victor H. Green (optional text)

**Student Friendly Outcomes (I Can Statements):**

* I can retell a story to include key details in a text.
* I can ask and answer questions about key details in a text.
* I can retell a story in sequential order.

**Words to Know:**

* **Segregation:** separating or keeping people apart because of their race
* **Jim Crow:** state and local laws that allowed racial segregation in the United States
* **Green-Book:** a booklet used by Black travelers to find lodgings, businesses, gas stations, hotels, and restaurants that would serve them during segregation in the United States
* **Automobile:** a vehicle with four wheels, powered by a motor that uses gasoline or other fuel
* **Garage:** an automobile (car) repair shop

**Brief Overview:** During the lesson, students will follow along as the teacher and students read *Ruth and the Green Book* to examine how a young child with strong character traits (e.g. brave, thoughtful, resilient) overcame segregation while traveling with her family.

**Prior Knowledge:** Students should have prior knowledge of segregation in America. Teachers can discuss how civil rights activists such as Rosa Parks and Dr. Martin Luther King Jr. worked to make sure laws were equal for all people.

**Essential Questions:** What issues will arise as Ruth travels from Chicago, Illinois to Alabama?

**Content Knowledge:**

As a result of the lesson, students will understand:

* The obstacles Ruth and her family faced as they traveled from Illinois to Alabama, during the era of legal segregation.
* How Ruth and her family used the *Green-Book* pamphlet to guide their travels through the deep south.

**Before the Lesson:** The teacher will introduce the lesson’s vocabulary words that students should know. The teacher will inform students about their upcoming reading of a story based on a young girl named Ruth and her travels to the deep south.

**During the Lesson:**

The teacher and students will read *Ruth and the Green Book.* During the reading, students should be able to answer high order questions, use a graphic chart to analyze students’ understanding of the text, and participate in grand discussions surrounding the text.

**After the Lesson:**

* Students will review the lesson’s vocabulary
* The teacher will provide two to quotes from the story; students will review information from the text to find supporting evidence
* Students use prompts to complete journal entries

**Analysis:**

**-Close Reading:** Students will reread *Ruth and the Green Book.* During the reading, students will investigate the story’s sequential events to examine what precautions Ruth and her parents used as they traveled to the racially segregated south, during the 1950’s.

**Activities**

**Anchor Chart Prompts:**

1. **Story Quote:** “As Daddy was paying the station attendant, Mama asked for the key to the restroom. The man said we couldn’t use the restrooms.”

**Evidence:** During the era of legal segregation, certain bathrooms were reserved for White people. The gas station that Ruth’s father visited did now allow Black people to use the “White Only” restrooms.

1. **Story Quote:** “In the car, I asked Daddy who Jim Crow was…”

**Evidence:** As Ruth and her family traveled to Alabama, they were faced with unfair laws that forced them to find other accommodations along the way. Ruth discovers that “Jim Crow” is the name that was used to describe segregation laws.

**Interdisciplinary Connection:** Students will complete journal entries, using the following writing prompts as guides:

1. The final illustrations in the book show Ruth’s parents eagerly gazing at Ruth and her grandmother, as they embrace each other with a warm hug. Located on the end table is the family’s copy of the *Green Book.* Create a journal entry describing the conversations that Ruth and her parents shared with her grandmother about their journey to Alabama.
2. Using key details from the text, retell important events from the story in sequential order.
* Example: Ruth’s father drove to their house in a brand-new Sea Mist green 1952 Buick! Next, Ruth and her parents placed their luggage and important items into the car and drove out of Chicago. Along the way, she saw rolling hills and green grass. Then…